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ABSTRACT

This guide, developed by the State Project to Implement Career Education (SPICE) in New York, is intended to serve as a model to assist teachers, guidance counselors, administrators, and project staff in using business and community resources in career education programs. The first section of the guide contains information on ways of updating and gathering new resources. This is followed by suggested guidelines for the use of career education speakers and field trips. The third section presents examples of career choices arranged by cluster. The last five sections present resources which are currently available as either speakers or sites for field trips. These sections are health, communications, construction, public service, and miscellaneous. (TA)

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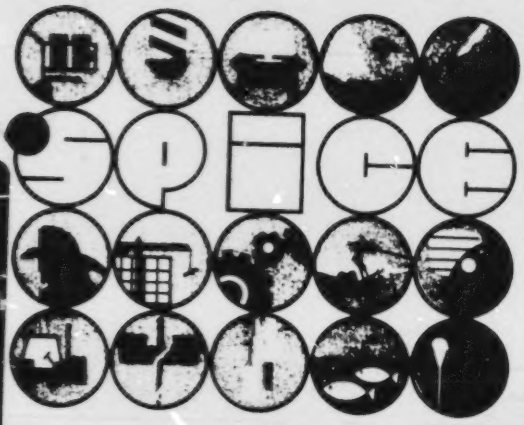

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STATE PROJECT TO IMPLEMENT CAREER EDUCATION

CAREER EDUCATION

COMMUNITY RESOURCE GUIDE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CAREER EDUCATION

COMMUNITY RESOURCE GUIDE

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The material contained in this, the first edition of the Community Resource Guide, is presented to you by the State Project to Implement Career Education. This information is intended to assist teachers, guidance counselors, administrators and project staff in using business and community resources in career education programs. This edition of the Guide is planned as a first attempt at bringing together information about the use of community-based human resources. In order to continue modifying, updating and improving this material, your help is necessary. We would appreciate hearing from you with comments and reactions.

The first section below contains information on ways of updating and gathering new resources. This is followed by suggested guidelines for the use of career education speakers and field trips. The third section presents some examples of career choices arranged by cluster. The last five sections present resources which are currently available as either speakers or sites for field trips.

We hope you find this Guide of value, and once again we hope to hear from you.

CAREER EDUCATION RESOURCE GUIDE

This guide is intended to serve as a model and as such will grow with time. There are eight sections to this first edition of the guide:

1. Updating Information

   Ways to gather new resources from parents, community residents and fellow teachers.

2. Speakers/Trips

   Guides for the effective use of community resources, as speakers and for field trips.

3. Clusters

   Career Education Clusters and sample occupations by cluster.

4. Health

   Sample Health job descriptions and available community resources.

5. Communications

   Sample Communication job descriptions and available community resources.

6. Construction

   Sample Construction job descriptions and available community resources.

7. Public Service

   Sample Public Service job descriptions and available community resources.

8. Miscellaneous

   Additional community resources.

UPDATING

The most effective means of gathering information about possible career education resources is having the time to personally contact various business and community organizations. One-to-one contact is always the best. Since this may be impossible, an alternative method would involve a mailing to all possible resources. A sample letter is attached. For best results, a follow-up telephone call is advisable.

Another valuable pool of possible career speakers is the staff of your school. Most teachers, administrators and support service personnel have held other employment either prior to becoming teachers or during the summer. This important resource file of school staff could be kept in the central office. A sample letter to staff is attached.

The parents of your students are another valuable source of career information. A sample letter to parents is attached. Parents could be contacted either by individual teachers, the principal or through the Parents' Assocation. Involving the PA or PTA would not only increase the range of your search, but would also involve parents in career education.

The information you will need to know about a possible resource includes the type or organization, the name of the contact person within the organizatien, and restrictions (if any) on trips. A sample resource file information form is attached. This sample, in a slightly modifed, more personal form, would be included with the letters to possible resources.

SAMPLE LETTER FOR PROSPECTIVE RESOURCES

Dear Mr. or Ms. _____:

Public School 1 is currently engaged in a Career Education program. The program is designed to provide students, from earliest childhood on, with an awareness and understanding of the career choices available in the community. The basic approach being used involves the active participation of community residents like yourself. Your assistance is vitally needed to help make this program a success.

As currently operating, this Career Education program includes the use of community business as career information centers. We would appreciate it if you would let us know, by completing the attached form, if:

- you would come to Public School 1 and talk with a class of students about your job and about career possibilities in your field; and if
- a supervised group of students could visit your place of business.

We feel that maximizing student understanding of the world of work will better enable students to make important decisions about their own lives. We are sincerely looking forward to your participation in this program. Please return the completed form to me at the above address, and if you have any questions or comments about our Career Education program please feel free to call me.

Sincerely,

Principal
Public School 1

Dear Colleague:

We need your help! As you know, our school is developing a Career Education program. Part of the implementation plan for this project involves the use of guest speakers who represent various careers. Most of us have held other positions, either in summer jobs, or prior to becoming a teacher.

A teacher resource file is being developed for the school. This file will include the names of teachers who have worked in other fields. If your class is studying one career cluster and you need a resource, you may check the file and find an appropriate resource within the school. Similar files are being developed of parents, community based business and city-wide organizations.

Won't you please take a few minutes and complete the form below and return it to me. Thank you for your help.

Sincerely yours,

1) Name

2) Positions Held:

_____ _____

_____ _____

_____ _____

3) Relevant avocational skills (carpentry, art, etc.):

_____ _____

_____ _____

_____ _____

SAMPLE LETTER TO PARENTS

Dear Mr. and Mrs. _____:

Public School 1 in its efforts to offer the best education possible to all students is engaged in many new and exciting projects. Career Education is one such program. It is designed to introduce students to career opportunities in the community and to involve students in the planning of their own education.

Parent and community participation is vital in the success of the Career Education Program. We would appreciate it if you would let us know, by completing the attached form if:

- you would come to P.S. 1 and talk with students about your job and about careers in your field, and;

- a supervised group of students could visit your place of business.

We are looking forward to your participation in this program. Please return the completed form to me and if you have any questions or comments about Career Education, please feel free to call me. Once again our thanks.

Sincerely,

Principal or
Teacher
Public School 1

SAMPLE

CAREER EDUCATION

Resource File Information

Name of Company: _____

Address of Company: _____

_____

Telephone Number: _____

Brief Description of Type of Organization:

_____

_____

_____

Name of Person to Contact: _____

Appropriate Age Level:	Yes	No
Kindergarten - 2nd Grade	____	____
3rd - 5th Grade	____	____
6th - 9th Grade	____	____

Type of Service Available:

Speakers _____

Tours _____

Materials _____

Maximum number of students facilities can accommodate:

_____

Best hours for students' tours:

Mornings _____

Afternoons _____

A GUIDE TO THE USE OF CAREER EDUCATION SPEAKERS

Men and women representing different occupations are valuable resources for children to learn about career opportunities. Brining community residents into the classroom provides students with up-to-date information on careers, insights into the reality of the world of work, and provides possible additional adult models in career choice. The use of community-based resources within the school also fosters greater interaction between schools and the communities they serve.

In order to maximize the effectivenss of career education speakers the teacher or guidance counselor must:

- know precisely what she or he wants from the speaker
- prepare the speaker
- prepare the class

* Determine specific goals

The first question you must ask when thinking about using a community resource is: Why?

- to talk about his specific job
- to talk about a cluster of careers
- to talk about different careers in one company or organization
- to talk about requirements needed to get jobs
- to talk about various skills necessary in different jobs
- to talk about different working environments
- to demonstrate what he does
- to stimulate discussion

You, the inviter, must decide what your main reason is for bringing a speaker to class. Once you have decided you must then locate the appropriate person.

* Prepare the speaker

The more information the speaker has concerning his audience and his expected role the greater the probability of success. You should inform the speaker of:

- the size of the class
- age of students
- if the class is co-ed or not
- your main objectives
- something about the interests of the children,

and of course:

- location of the school
- room where meeting will be held
- date, and time
- telephone number where you can be reached

In addition, you should ask the speaker if he could send you, beforehand, some information about his career such as a job description. This information can help you prepare the class (possible questions, new vocabulary, etc.) and you may wish to distribute it before she or he arrives.

* Prepare the class

The presentation made by a guest speaker should flow naturally from the work being done in the classroom. In addition to this curriculum interface the class should be prepared specifically for this particular speaker:

- explain why the speaker is coming
- show where this occupation fits into the regular course work, career education, career clusters and academic clusters
- distribute sample job descriptions or other available information
- ask students to prepare a list of questions (see example questions attached)

** After the speaker has left

For the students:

- discuss the presentation
- ask them what they learned that is important for their schoolwork

- how was English, math, social studies, sciences used in this job?

- ask them to complete an evaluation form (see example attached)

For the teacher:

- Send the speaker a thank-you note

- ask the speaker to complete an evaluation form (see example attached)

- inform the speaker of the positive results of the students' evaluation

* * * *

Do

Determine a definite list of alternative times and dates before you contact a resource.

Confirm the agreed upon date, in writing, 4-5 days before.

Make sure the resource knows exactly what he or she is to speak about.

Have someone waiting to meet the speaker when he arrives in the building.

Don't

Ask a speaker to come to a class when students have no interest in that particular career or cluster.

QUESTIONS GENERALLY OF INTEREST TO STUDENTS

1) Name of job.

2) What does worker do?

3) What are the working conditions?

   Do you work alone?
   Do other people help you?
   Do you work in an office, your home, or a factory?

4) What skills do you need for your job?

5) How much education is required?

6) What is the pay?

   How much can be made when you first start?
   How much can you expect to make someday?

7) Is the work interesting?

8) What requirements are necessary to get your job?

9) What opportunities are there for advancement?

10) What do you wear on your job?

11) What don't you like about the job?

12) What is your typical day like?

13) Does the job affect your family life?

14) How did you get this job?

15) How would I go about getting this job?

16) Do you work with the public?

17) If I wanted a job like yours, what should I do about school and training?

SAMPLE EVALUATION FORM FOR STUDENTS AFTER
A CAREER EDUCATION SPEAKER

1) Did you enjoy today's speaker? _____

Why? _____

_____

2) What did you learn from the speaker?

_____

_____

_____

3) How could she or he have been better?

_____

_____

_____

4) Do you want other speakers to come to class?

Yes _____ No _____

5) What careers are you interested in learning about?

_____

_____

_____

_____

SAMPLE EVALUATION FORM FOR GUEST SPEAKERS

Dear Mr. or Ms. _____:

My class and I sincerely appreciate your having taken the time to talk with us about your occupation. We are most interested in learning some of your impressions of this experience to help us further refine and redevelop our Career Education Program. Would you please answer the following questions and return them to me at your earliest convenience.

1) Did you find this experience to be valuable to you? And why?

_____

_____

_____

2) Do you think that the students found the experience to be valuable? And why?

_____

_____

_____

3) Was there any information you could have had beforehand that would have made your presentation better?

_____

_____

_____

4) Any suggestions for improvement?

_____

_____

_____

5) Would you be willing to speak again?

_____

6) Would it be possible for students to visit your place of business?

_____

7) Any additional comments.

_____

_____

_____

8) Name:

Telephone Number:

Address:

Once again our thanks for your participation.

Yours truly,

Teacher
Public School

GUIDE TO CAREER EDUCATION AND FIELD TRIPS

As a teacher or guidance counselor you realize that there is a limit to what can be done within the school building. Students can become effectively stimulated if given an opportunity to see a real work situation. The field trip should complement the learning activities of the classroom by enabling students to see the interdependency between the worlds of school and work. In addition, field trips help in integrating the functions of the school with the life of the community.

Before planning a field trip you must first decide if the energy of the students and the staff are a worthwhile expenditure of time, expense and effort. You should determine before making any commitments if this trip will provide the kind of learning experience desired, will help to clarify concepts currently being presented in the classroom, and if a field trip is the best way of accomplishing your goals. After you have decided upon a field trip you must make the necessary arrangements:

1. Select appropriate resource.
2. Gain administrative approval.
3. Gain resource approval.
4. Estimate the length of time involved for traveling and tour.
5. Make transportation arrangements.
6. Get parental approval, if necessary.
7. Get paraprofessional or parental chaperones, if necessary.

You then must prepare the students for the trip:

1. Develop a background for the students by giving them reference materials, films, etc.
2. Cooperatively decide on the value of the trip.
3. Work out with students specific points to observe.

   Points of interest in a career education resource field trip:

   A. variety of entry level job opportunities.

   B. training required for various jobs.

   C. employee attitudes.

   D. materials or tools used on the job.

E. What do the various people actually do?

F. working conditions.

G. relations between different employees.

H. Which employees work alone, and which work in teams.

I. hazards, safety.

J. How did different workers get interested in their work?

K. What did different workers like to do as children?

L. salaries.

M. promotion possibilities.

N. benefits (union, medical, holidays, sick leave, etc.).

O. process of job: source of raw materials, products and their use, distribution, and effects of automation.

P. effects of job on personal life.

Q. cultural and social value of job: aesthetic, economic, or social benefit to the community, community involvement.

4. Develop a questionnaire for students to use in interviewing employees.

5. Discuss possibility of taking pictures (obtain permission).

After the Trip

1. Send a thank-you letter to host.

2. Have a followup lesson: discuss characteristics of different jobs, tools used, environment, educational training needs.

3. Invite host or someone in a similar field to class to answer questions.

Trips for Young Students

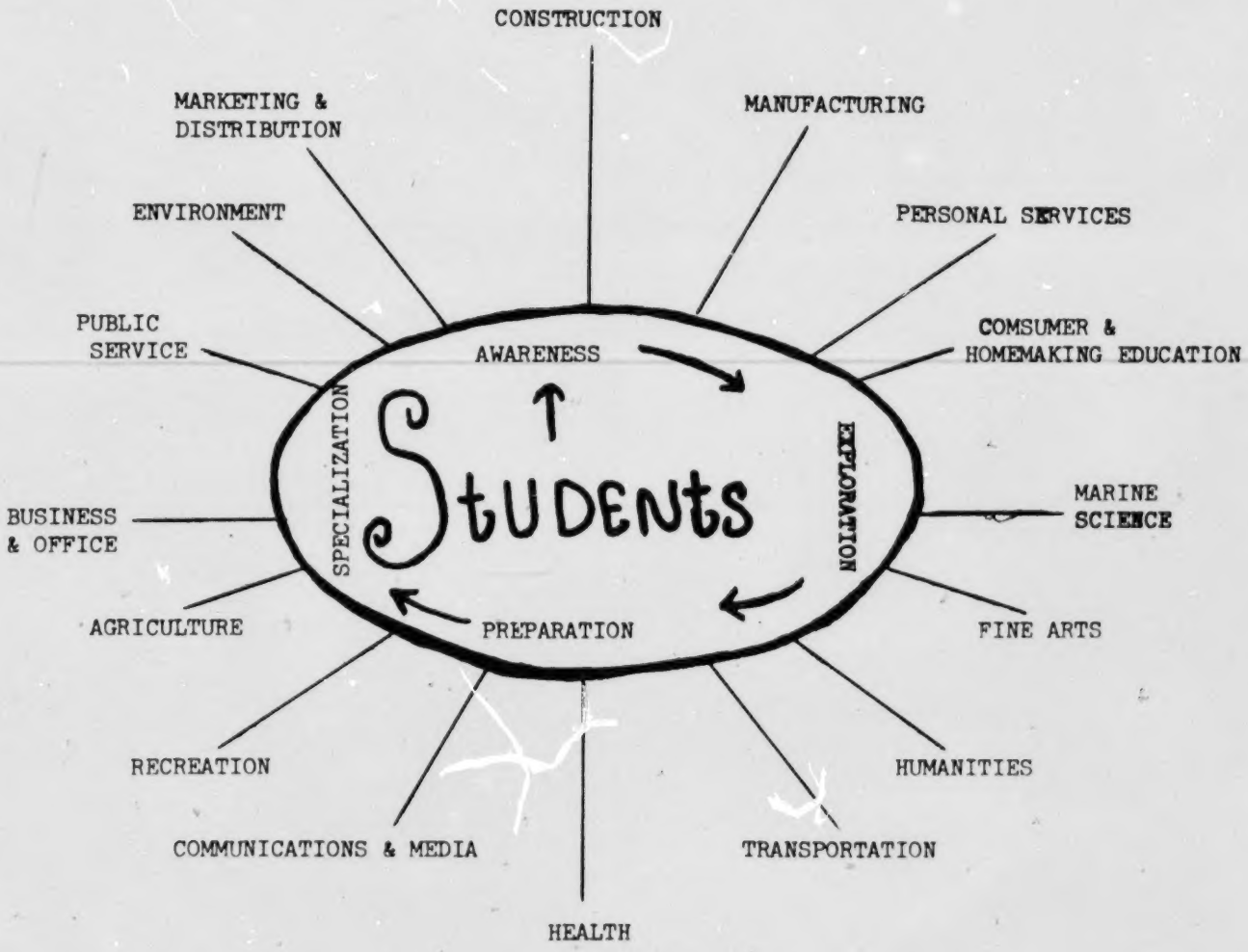
Some elementary school classes may be too young to participate in factory or office field trips. Walking tours of the community can be valuable experiences for them to begin to learn about the economic and social life of the neighborhood. Walking tours cost nothing and can be accomplished quickly. A host of tangible and intangible things can be observed on a short walk through the community, such as:

landscaping
architecture
stores
construction
mailmen
policemen
sanitation workers
recreation areas
religious sites
historical sties
deliveries
people

* * * *

Check list for field trip

- know why you are going
- locate appropriate resource
- confirm arrangements
- get administrative approval
- get parental approval
- prepare students
- obtain necessary additional supervision
- make transportation arrangements
- followup


CONSTRUCTION
MARKETING & DISTRIBUTION
MANUFACTURING
ENVIRONMENT
PERSONAL SERVICES
PUBLIC SERVICE
COMSUMER & HOMEMAKING EDUCATION
AWARENESS
SPECIALIZATION
STUDENTS
EXPLORATION
BUSINESS & OFFICE
MARINE SCIENCE
AGRICULTURE
PREPARATION
FINE ARTS
RECREATION
HUMANITIES
COMMUNICATIONS & MEDIA
TRANSPORTATION
HEALTH

CAREERS BY CLUSTER

AGRICULTURE AND NATURAL RESOURCES

Agricultural Engineers
Farm Equipment Mechanics
Farm Jobs
Farm Service Jobs
Geologists
Geophysicists
Jewelers and Jewlery Repairmen
Metallurgical Engineers
Meteorologists
Miners
Mining Engineers
Soil Conservationists
Soil Scientists

BUSINESS AND OFFICE

Accountants
Actuaries
Administrators
Administrative Assistants
Advertising Workers
Auditors
Bank Clerks
Bank Officers
Bank Tellers
Bookkeepers
Cashiers
Claim Examiners
Computer Operating Personnel
Economists
File Clerks
General Office Workers
Insurance Agents and Brokers
Insurance Claim Adjusters
Insurance Underwriters
Mail Clerks
Marketing Research Workers
Mathematicians
Office Machine Operators
Personnel Workers
Programers
Public Relations Workers
Purchasing Agents

(cont.)

BUSINESS AND OFFICE (cont.)

Real Estate Salesmen and Brokers
Receptionists
Researchers
Sales Clerks
Secretaries and Stenographers
Securities Salesmen
Shipping and Receiving Clerks
Statisticians
Stock Clerks
Systems Analysts
Typists

COMMUNICATIONS AND MEDIA

Commercial Artists
Electric Customer Service Occupations
Electric Powerplant Occupations
Electric Transmission and Distribution Occupations
Electronics, Radio Broadcast Technicians
Librarians
Library Technicians
Newspaper Reporters
Photographers
Photographic Laboratory Occupations
Radio and Television Announcers
Radio Operators
Technical Writers
Telephone and PBX Installers and Repairmen
Telephone Central Office Craftsmen
Telephone Central Office Equipment Installers
Telephone Craftsmen
Telephone Linemen and Cable Splicers
Telephone Operators
Translators-Interpreters

CONSTRUCTION AND URBAN PLANNING

Asbestos and Insulating Workers
Bricklayers

(cont.)

CONSTRUCTION AND URBAN PLANNING (cont.)

Building Trades Occupations
Carpenters
Cement Masons
City Managers
Civil Engineers
Construction Electricians
Construction Laborers and Hod Carriers
Construction Operating Engineers (Machinery)
Draftsmen
Electrical Engineers
Elevator Constructors
Engineering and Science Technicians
Floor Covering Installers
Foremen
Glaziers
Landscape Architects
Lathers
Marble Setters, Tile Setters, and Terrazzo Workers
Painters and Paperhangers
Plasterers
Plumbers and Pipefitters
Roofers
Sheet-Metal Workers
Stonemasons
Structural-, Ornamental-, and Reinforcing-Iron Workers, Riggers, and Machine Movers
Surveyors
Urban Planners
Welders

FASHION MARKETING AND DISTRIBUTION

Assembler
Buyer
Cutter
Designer
Fur Cutter
Fur Nailer
Inspector
Marker
Models
Pattern Maker

(cont.)

FASHION MARKETING AND DISTRIBUTION (cont.)

Pressers
Retail Trade Salesworkers
Sewing Machine Operators
Tailors
Wholesale Trade Salesworkers

FINE ARTS AND GRAPHIC ARTS

Artists
Bookbinders and Related Workers
Ceramic Engineers
Composing Room Occupations (Printing)
Electrotypers and Stereotypers (Printing)
Illustrators
Interior Designers and Decorators
Lithographic Occupations
Photoengravers
Print Pressmen and Assistants
Teachers

HEALTH

Biomedical Engineers
Chiropractors
Dental Assistants
Dental Hygienists
Dental Laboratory Technicians
Dentists
Dieticians
EEG Technicians
EKG Technicians
Hospital Administrators
Hospital Attendants
Hospital Clerks
Inhalation Therapists
Laboratory Workers
Licensed Practical Nurses
Medical Assistants
Medical Record Librarians and Clerks
Morticians
Occupational Therapists
Occupational Therapy Assistants
Optometric Assistants
Optometrists and Opticians
Osteopathic Physicians

(cont.)

HEALTH (cont.)

Pharmacists
Physical Therapists
Physical Therapy Assistants
Physicians
Podiatrists
Psychologists
Registered Nurses
Sanatarians
Speech Pathologists and Audiologists
Surgical Technicians
Teachers
Veterinarians
X-Ray Technologists

HUMANITIES

Anthropologists
Clergymen
College and University Teachers
College Career Planning and Placement Counselors
Employment Counselors
Historians
Kindergarten and Elementary School Teachers
Rehabilitation Counselors
School Counselors
Secondary School Teachers

LEGAL AND PUBLIC SERVICE

Armed Forces
FBI Special Agents
Federal Civilian Employment
Federal Post Office Occupations
Firefighters
Home Economists
Lawyers
Police Officers
Political Scientists
Social Services and Sociologists
State and Local Government Employment
State Police Officers
Volunteer (Non-Profit) Services

MANUFACTURING AND MACHINING

Aircraft, Missile, and Spacecraft Manufacturing
All-Round Machinists
Aluminum Industry Manufacturing
Assemblers
Atomic Energey Field Manufacturing
Automobile Painters
Automobile Trimmers and Installation Men (Automobile Upholsterers)
Baking Industry Manufacturing
Blacksmiths
Chemical Engineers
Drug Industry Manufacturing
Electronics Manufacturing
Electroplaters
Forge Shop Occupations
Foundries
Foundry Coremakers
Foundry Molders
Foundry Patternmakers
Industrial Chemical Industry
Industrial Designers
Industrial Engineers
Iron and Steel Industry
Machine Tool Operators
Machine Tool Setup Men
Machining Occupations
Manufacturers Salesmen
Manufacturing Inspectors
Mechanical Engineers
Mechanical Instrument Makers
Motor Vehicle and Equipment Manufacturing
Office Machine and Computer Manufacturing
Paper and Allied Products Industries
Petroleum Refining
Tool and Die Makers

MARINE SCIENCE

Oceanographers

PERSONAL SERVICES

Air-Conditioning, Refrigeration, and Heating Mechanics
Appliance Servicemen
Automobile Body Repairmen
Automobile Mechanics
Bartenders
Bowling-Pin Machine Mechanics
Building Custodians
Business Machine Servicemen
Cooks and Chefs
Cosmetologists
Diesel Mechanics
Electric Sign Servicemen
Farm Equipment Mechanics
Food Processing Technicians
Gasoline Service Station Attendants
Guards and Watchmen
Hotel Bellmen and Bell Captains
Hotel Front Office Clerks
Hotel Housekeepers and Assistants
Hotel Managers and Assistants
Industrial Machinery Repairmen
Instrument Repairmen
Laundry and Drycleaning Plants
Maintenance Electricians
Meat Cutters
Motorcycle Mechanics
Private Household Workers
Restaurants
Shoe Repairmen
Television and Radio Service Technicians
Truck Mechanics and Bus Mechanics
Vending Machine Mechanics
Waiters and Waitresses
Watch Repairmen

PHYSICAL SCIENCE ENVIRONMENT

Astronomers
Biochemists
Chemists
Food Scientists
Foresters
Forestry Aids
Geographers

(cont.)

PHYSICAL SCIENCE ENVIRONMENT (cont.)

Life Scientists
Physicists
Range Managers
Waste Water Treatment Plant Operators

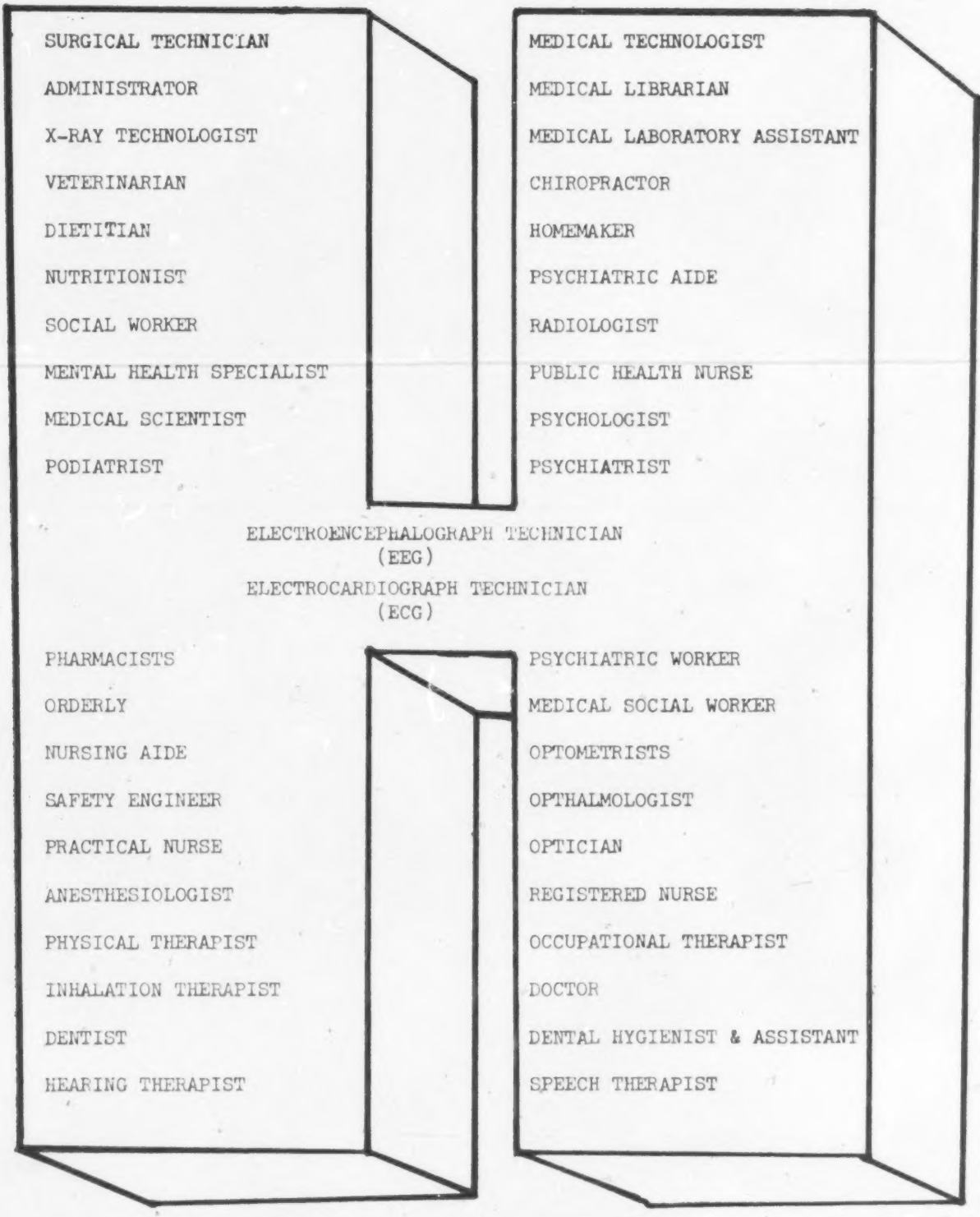
RECREATION

Actors and Actresses
Athletes
Dancers
Motion Picture Projectionists
Musicians and Music Teachers
Recreation Workers (includes Counselors, Parks Workers, Volunteer for Youth Groups, etc.)
Singers and Singing Teachers
Theatre Occupations

TRANSPORTATION

Aerospace
Air Traffic Controllers
Airline Dispatchers
Aircraft Mechanics
Automobile Salesmen
Automobile Service Advisors
Brakemen
Bus Drivers (Intercity & Local)
Conductors
Driving School Instructors
Flight Engineers
Ground Radio Operators and Teletypist
Industrial Traffic Managers
Licensed Merchant Marine Officers
Locomotive Engineers
Locomotive Firemen
Parking Attendants
Pilots and Copilots
Power Truck Operators
Routemen
Stewardesses
Taxi Drivers
Telegraphers, Telephoners, and Towermen
Traffic Agents and Clerks
Truck Drivers
Unlicensed Merchant Seamen

THE HEALTH CLUSTER



SAMPLE HEALTH CAREER DESCRIPTIONS

MEDICAL TECHNOLOGISTS
Performs chemical, microscopic, bacteriologic and other laboratory tests which aid physicians in detecting, diagnosing and treating diseases. A bachelor's degree in medical technology from an accredited school, including a year of clinical practice, is required. While New York State does not require a license for this occupation, registration can be obtained by passing an examination given by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

MEDICAL LABORATORY TECHNICIAN
Works with the physician specialist-the pathologist-and performs many of the diagnostic tests in hospitals, research centers, public health agencies and commercial laboratories. This is the middle rung between the laboratory assistant and the registered medical technologist. A two-year degree plus on-job experience are needed for certification.

LABORATORY ASSISTANT
The laboratory assistant performs basic laboratory tasks in such places as hospitals, blood banks, commercial laboratories, public health facilities, research institutions and in industry. A high school diploma or its equivalent is required for admission to an approved course for certification. Some laboratories offer training programs which fulfill requirements of the Board of Certified Laboratory Assistants.

DIETETIC TECHNICIAN
Community college courses and work under the dietitian in a hospital setting are requirements for this career. In some community health agencies the technician works with public health nutritionists and provides nutritional guidance to families.

LICENSED PRACTICAL NURSE
Be sure to pick a state-approved nursing program to be eligible for license after graduation. Practical nurse programs can be entered in high school (part time in 11th and 12th year), or can consist of one year full time. Hospitals and city and state institutions also have programs. Practical nurses function as an integral part of the health team, giving patient care under supervision of physician and registered nurses. Careers can be in public health agencies, nursing homes, physicians' offices, industry, clinics, private homes, and, of course, hospitals.

PROSTHETIST AND ORTHOTIST
The prosthetist makes and fits artificial limbs, and the orthotist makes and fits orthopedic braces to support weakened body parts or to correct physical defects. Both are part of the physical rehabilitation team, and both careers call for an interest in mechanics and the physical sciences. One can train on-job for both careers, and there are formal programs in two-year and four-year colleges.

Downstate Medical Center
450 Clarkson Avenue
Brooklyn, N.Y.

Mr. Clarence Burch
270-1797

Will speak in school, set
up a Medical Center tour.

Registered Nurse
7 East 92nd Street
Brooklyn, N.Y. 11212

Mrs. Ruby Fulmer
493-3203

Will speak in school -
call in advance

Bedford Stuyvesant Throop Health Center
485 Throop Avenue
Brooklyn, N.Y.

Mrs. Sulters
574-5300

Call at least 2 weeks in advance.
Small number of children can visit.

St. Marys Hospital
1298 St. Marks Avenue
Brooklyn, N.Y. 11213

Ms. Diane Ellis Coordinator
Public Relations
(Call Ms. Rogers, 10:30 A.M., 774-3600 X378)

10 youngsters can visit.

St. John's Hospital
480 Herkimer Street
Brooklyn, N.Y.

Mrs. Louise Benjamin
467-7000

Call for tour. Hospital is presently being renovated, but will show what is available.

Haitian-American Day Care Center
1491 Bedford Avenue
Brooklyn, N.Y. 11216

Ms. Bernice Adler

Call to arrange visit to center.

Med Drugs
260 Reid Avenue
Brooklyn, N.Y.

Mr. Reape
Owner
PR 2-8570

Small drug store. But willing
to help in any way he can.

Dun Rite Pharmacy
895 Gates Avenue
Brooklyn, N.Y. 11221

Mr. Joseph E. Anderson
Proprietor
453-4034

Will come to school or youngsters can be brought
to drug store (12 student maximum). Very interested
in talking about Pharmacy study and the difficulty
he had in reaching his goals.

Downstate Hospital (Hematology)
1086 President Street
Brooklyn, N.Y.

Mr. Kevin Gouvia
467-2964

Student at Downstate Hospital.
Will come to school to speak.

Visiting Nurse Association
138 So. Oxford Street
Brooklyn, N.Y.

Ms. Lucille Cromer
783-7420

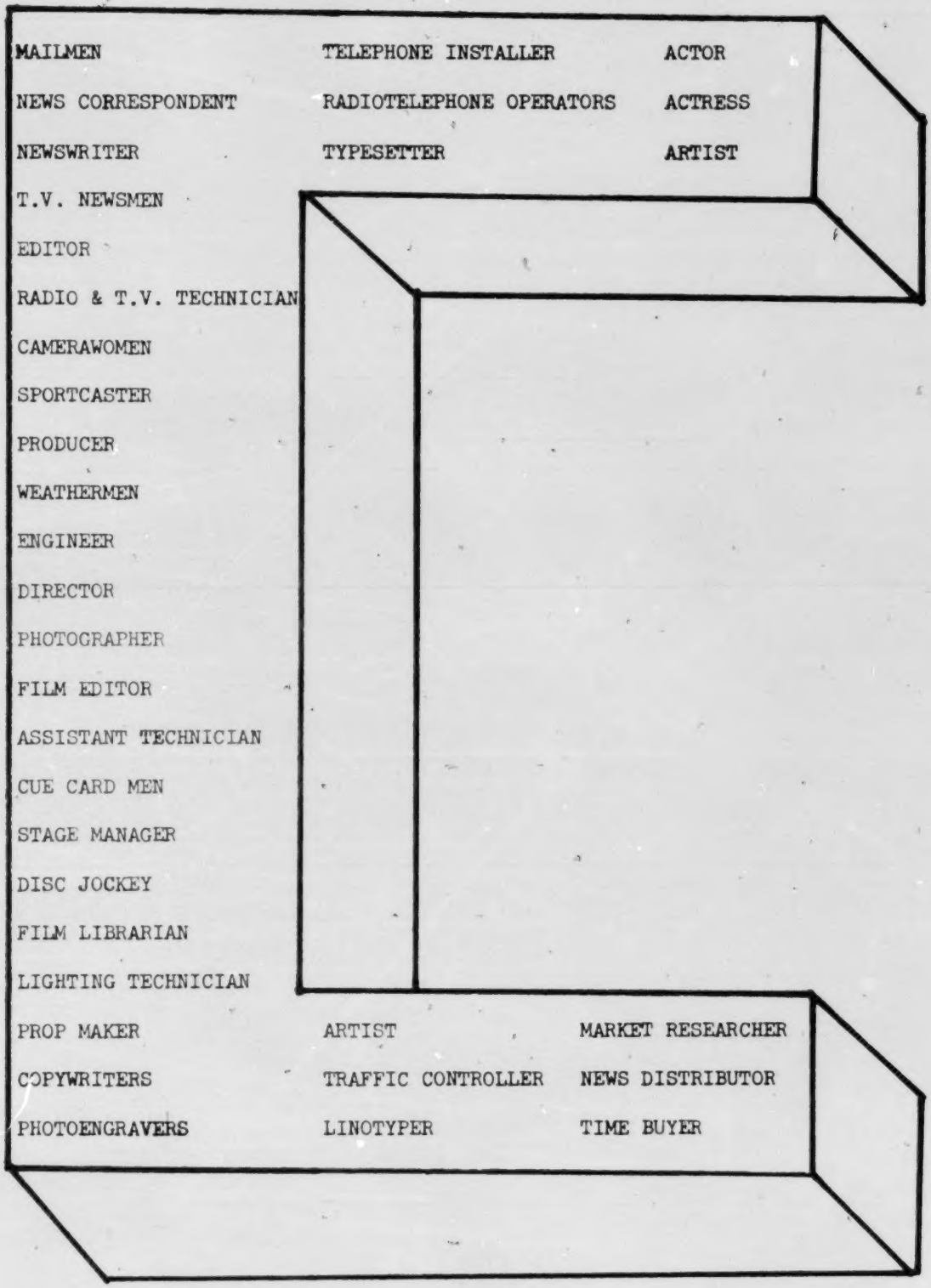
If nurses are available, she
will arrange for a visit to school.

Hospital Research & Educational Trust of N.J.
1101 State Road
Research Park
Princeton, N.J. 08540

Ms. Judith S. Boyd
Staff Specialist
609-924-4124
924-4125

Fully equipped 35 ft. van, graphic presentations
demonstration, 300 health careers. Rental $150.

THE COMMUNICATIONS CLUSTER



SAMPLE COMMUNICATIONS CAREER DESCRIPTIONS

NEWSPAPER REPORTERS

Newspaper reporters gather information on current events and use it to write stories for publication in daily or weekly newspapers. In covering events, they may interview people, review public records, attend news happenings, and do research. As a rule, reporters take notes or use electronic recording devices while collecting the facts, and write their stories upon return to the office. Sometimes, to meet deadlines, they telephone their stories to other staff members known as "rewrite men," who write the stories for them.

Large dailies frequently assign some reporters to "beats," such as police stations or the courts, to cover news originating in these places. Other local news, such as a story about a lost child or an obituary of a community leader, is handled by general assignment reporters. Specialized reporters, who are well-versed in a subject-matter field as well as in writing, increasingly are interpreting and analyzing the news in fields such as medicine, politics, science, education, business, labor, and religion. Reporters on small newspapers get broad experience; they not only cover all aspects of local news, but also may take photographs, write headlines, lay out inside pages, and even write editorials. On the smallest weeklies, they also may solicit advertisements, sell subscriptions, and perform general office work.

LITHOGRAPHIC OCCUPATIONS

The cameraman starts the process of making a lithographic plate by photographing the copy. He generally is classified as a line cameraman (black and white), halftone cameraman (black and white), or color separation photographer. After the negatives have been made, they frequently need retouching to lighten or darken certain parts. Thus, it is often necessary for a lithographic artist to make corrections by sharpening or reshaping images on the negatives. Highly skilled workers perform this work by hand, using chemicals, dyes, and special tools.

A 4- or 5-year apprenticeship covering the basic lithographic process usually is required to become a well-rounded lithographic craftsmen.

RADIO AND TELEVISION ANNOUNCERS

Radio and television staff announcers present news and live commercial messages, introduce programs, describe sporting events, act as masters of ceremonies, conduct interviews, and identify stations. In small stations, they may perform additional duties such as operating the control board, selling time, and writing commercial and news copy. In large stations, their duties are confined to the programing department. Many announcers act as disc jockeys, introducing selections of recorded music and commenting on the music and other matters of interest to the audience.

To succeed as an announcer, one must have a pleasant and well-controlled voice, a good sense of timing, and excellent pronunciation. In addition, a thorough knowledge of correct English usage and a knowledge of dramatics, sports, music, and current events improve chances for success.

The Daily Challenge
1390 Fulton Street
Brooklyn, N.Y. 11216

Tommie Watkins, Jr.
Owner

Will speak in school and guide tours of youngsters (machine room, teletype machines, etc.).

The Alonzo Players
395 Clinton Avenue
Brooklyn, N.Y. 11238

Cecil Alonzo
Director
622-9058

Directed production in the Billie Holiday theater, one of many. Affiliated with Restoration. Will visit school; also, students can see productions in rehearsal.

Toni Brabham
1368 Fulton Street
Brooklyn, N.Y. 11216

636-1100 X368

Coordinator for all events at the Billie Holiday theater. When funds are available can get discount tickets.

Black Sports
386 Park Avenue Sot.
New York, N.Y. 10016

Mr. Dick Edwards
Editor
725-9196

Speaker.

Channel 5
205 E. 67th Street
New York, N.Y.

Ms. June Hamilton
535-1000

Tickets for Lee Leonard TV program.
Call at least a week in advance.

IBM
390 Nostrand Avenue
Brooklyn, N.Y.

Mr. Ed Robinson
636-2000

Manufacturer of computer cables, components.
Speakers. Tours.

Supervising Computer Programmer
919 Park Place
Brooklyn, N.Y.

Roland Canady
778-6147

Speaker.

Supervisor Computer Operator
160 E. 45th Street
Brooklyn, N.Y.

Herbert Dowridge
856-5882 X15

Speaker.

Artist
1341 Fulton Street
Brooklyn, N.Y. 11216

Ms. Carol Young
636-8000

Will speak in school and can
bring youngsters to art gallery.

Zebra Associates Inc.
1180 Avenue of the Americas
New York, N.Y. 10036

Mr. Cliff Hazell
President
586-2160

Speakers who will discuss careers in advertising.

Newsweek Magazine
444 Madison Avenue
New York, N.Y. 10022

Mr. Shep Brondfon
350-2000

Speakers on careers in advertising and publishing.

Robin Hood Press Inc.
229 W. 28th Street
New York, N.Y. 10001

Mr. Maurice Gherman
President
244-1717

Tours and speakers in advertising.

The Amsterdam News
2340 Eighth Avenue
New York, N.Y. 10027

Mr. Bryant Rollins
222-7800

Speakers.

WCBS-TV
518 West 57th Street
New York, N.Y.

Ms. Kay Wight
765-4321 X5483
Tours and speakers.

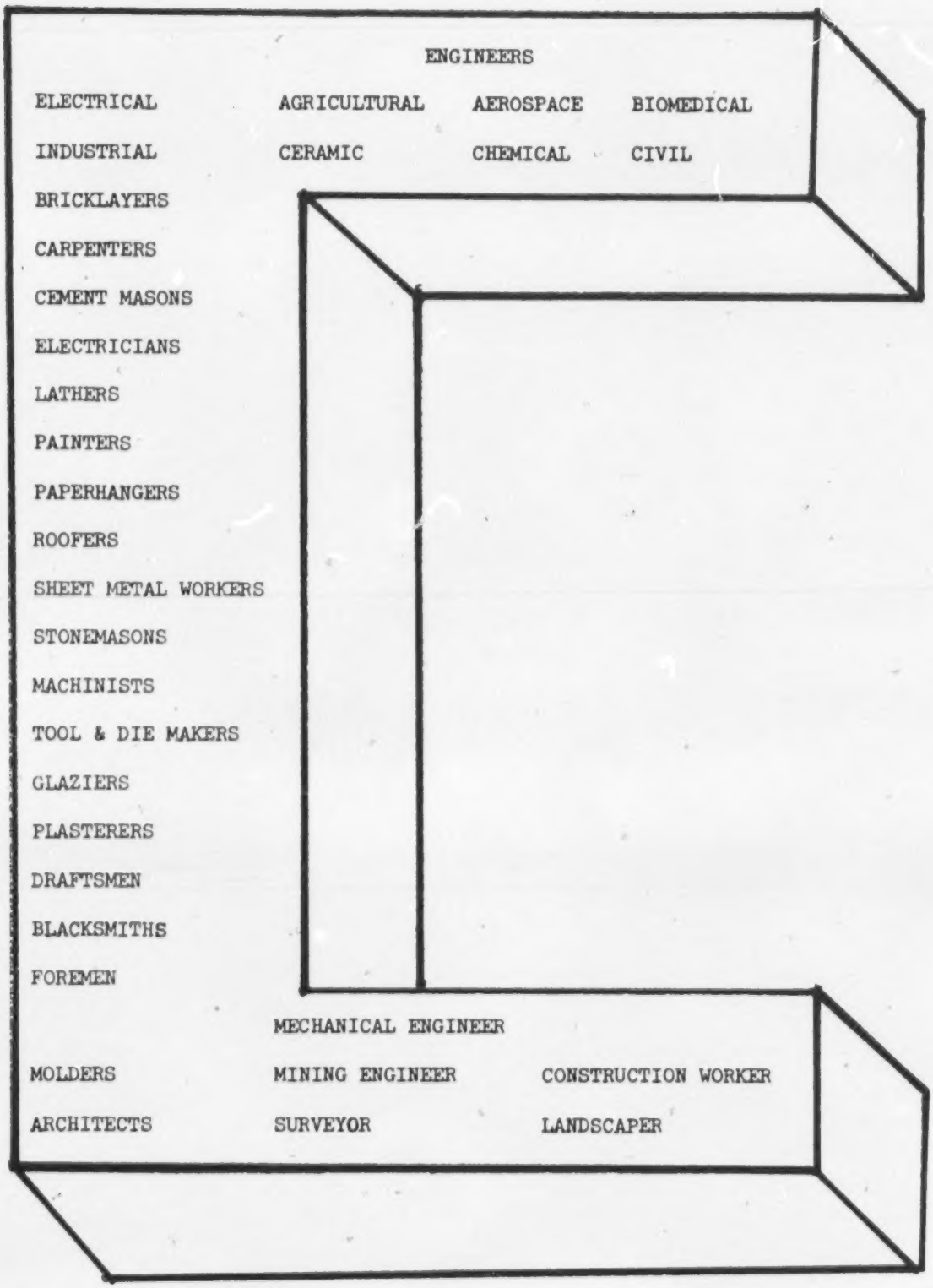
Mr. Wes Swint
765-4321 X3918
Materials (film clippings, programs,etc.).

Video Film of Delaware, Inc.
61-37 Fresh Meadow Lane
Fresh Meadows, N.Y. 11365

Mr. Russell Gerstein
President
762-9595

Tours, speakers, consultation on Video Tape
& Film production.

THE CONSTRUCTION CLUSTER



SAMPLE CONSTRUCTION CAREER DESCRIPTIONS

ROOFERS

Roofers apply composition roofing and other materials, such as tile and slate, to the roofs of buildings. They also waterproof and damp-proof walls and other building surfaces.

Most training authorities, including the National Joint Apprenticeship and Training Committee for the Roofing Industry, recommend completion of a 3-year apprenticeship program, covering all types of roofing work, as the best way to learn this trade. A substantial proportion of workers, however, have acquired roofing skills informally, by working as helpers or handymen, observing or being taught by experienced roofers.

CARPENTERS

Carpenters, the largest group of building trades workers, are employed in almost every type of construction acitivity. They erect the wood framework in buildings, including subflooring, sheathing, partitions, floor joists, studding, and rafters. When the building is ready for trimming, they install molding, wood paneling, cabinets, window sash, doorframes, doors, and hardware. They also build stairs and lay floors. Carpenters, when doing finish work, must concern themselves with the appearance, as well as the structural accuracy, of the work.

Most training authorities, including the National Joint (labor-management) Carpentry Apprenticeship and Training Committee recommend the completion of a 4-year apprenticeship program as the best way to learn carpentry.

DRAFTSMEN

In making a space capsule or an electric iron, a nuclear submarine or a television set, a bridge or a typewriter, detailed drawings are needed that give the exact physical dimensions and specifications of the entire object and each of its parts. The workers who draw these plans are draftsmen.

Draftsmen translate the ideas, rough sketches, specifications, and calculations of engineers, architects, and designers into working plans which are used in making a product. Draftsmen may calculate the strength, reliability, and cost of materials. In their drawings and specifications, they describe exactly what materials and workers are to use on a particular job.

Young persons interested in becoming draftsmen can acquire the necessary training from a number of sources, including technical institutes, junior and community colleges, extension divisions of universities, vocational and technical high schools, and correspondence schools. Others may qualify for draftsmen jobs through on-the-job training programs combined with part-time schooling or through 3- or 4-year apprenticeship programs.

CIVIL ENGINEER

Civil engineers design and supervise the construction of roads, harbors, airfields, tunnels, bridges, water supply and sewage systems, and buildings. Major specialties within civil engineering are structural, hydraulic, sanitary, and transportation.

A bachelor's degree in engineering is the generally accepted educational requirement for entrance into engineering positions.

Engineer
Brooklyn College

Kenneth Webb
780-5555

Engineering student. Speaker.

Brooklyn College - Architect
Bedford Ave. & Ave. H
Brooklyn, N.Y. 11210

Curtice Bryce
780-5380

Will visit school. Notify in advance.

Progressor Printing Co. Inc.
555 Rogers Avenue
Brooklyn, N.Y. 11225

Mrs. C. Archie
773-9010

Youngsters can visit shop.

Nelpa - Abbott Lumber and Supply Co., Inc.
1497 Fulton Street
Brooklyn, N.Y. 11216

Mr. Parker, Owner
Contact: Mr. P. Briggs, Manager
PR 2-3636

Speaker can visit school and youngsters can visit lumber yard (maximum number 12).

Gates Lumber Company
866 Gates Avenue
Brooklyn, N.Y.

Mervin Polinsky
Manager

Willing to visit school and explain operations.

Jackie Robinson Construction Co.
230 Park Avenue
New York, N.Y. 10017

Mr. Lee Stratton
Vice President
679-7130

Call for speaker (JHS only).
Slide or film presentation

A. Thompson Inc.
Furniture and Interiors
782 Rogers Avenue
Near Linden Boulevard
Brooklyn, N.Y. 11226

Miss Lenore Thompson
BU 4-6653-4
(Never Monday or Friday)

Speakers and tours.

Sanitation Training Center
Central Repair - Motor Building
Woodside, Queens

Foreman Falco or Foreman Gallo

Education films. Speakers and tours.

Steele Hardware
206 Reid Avenue
Brooklyn, N.Y.

452-5558

Call for visit to store.
Electrical tools, household items, etc.

Parker Supplies
261 Reid Avenue
Brooklyn, N.Y.

Mr. Parker
Manager
467-3942

Pipes, and plumbing supplies.
Call for visit to shop.

Arjax Glass Co.
253 Reid Avenue
Brooklyn, N.Y.

Mr. Malvin Beamon
HY 3-7434

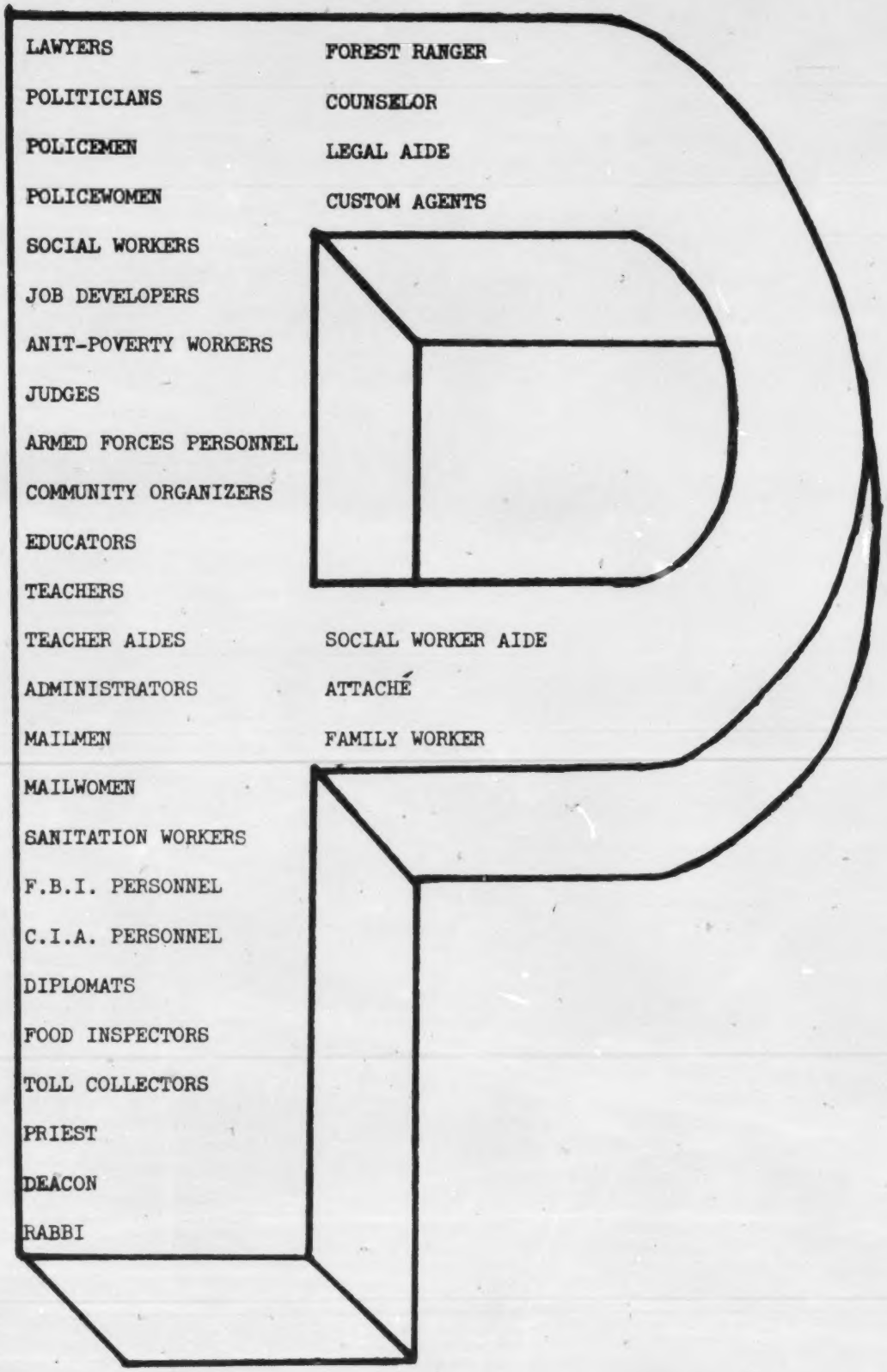
Will visit school to work with glass.

SEATRAIN shipbuilding Corp.
Brooklyn Navy Building (Bldg. 292)
Brooklyn, N.Y.

Mr. Mel Shaw
596-1515

JHS only - speakers and tours.

THE PUBLIC SERVICE CLUSTER



SAMPLE PUBLIC SERVICE OCCUPATIONS

BANK CLERK

Bank clerks handle much of the paperwork associated with checking and savings accounts, loans to individuals and business firms, and other bank business. Because of the nature of banking, some of their work differs from the work done by clerks in other kinds of businesses.

The specific duties that must be performed in a particular bank depend on the size of the bank and the nature and scope of the services offered. In a small bank, for example, one clerk may perform a variety of tasks such as sorting checks, totaling debit and credit slips, and preparing monthly statements for mailing to depositors. However, in a large bank, each clerk usually is assigned one kind of work and frequently has a special job title.

High school graduation is adequate preparation for most beginning clerical jobs in banks. For the majority of jobs, courses in bookkeeping, typing, business arithmetic, and office machine operation are desirable.

POLICE OFFICER

Police officers--whether directing traffic at busy intersections or arresting dangerous criminals--are helping to preserve law and order. As local government employees, their job is to prevent criminal activities, to investigate crimes, and to apprehend and assist in the prosecution of offenders. Whether on or off duty, they are expected to exercise their authority whenever necessary.

Local civil service regulations govern the appointment of police officers in practically all large cities and in many small ones. Candidates must be U.S. citizens, usually at least 21 years of age, and be able to meet certain height and weight standards. Eligibility for appointment also is determined by performance on competitive examinations, physical and personal qualifications, and education and experience. The physical examinations often include tests of strength and agility. Because personal characteristics such as honesty, good judgment, and a sense of responsibility are especially important in police work, candidates usually are interviewed by a senior officer at police headquarters, and their character traits and background may be investigated.

SOCIAL SERVICE AIDE

Social service or social welfare aides, by freeing the professional social worker for more creative and supervisory responsibilities, enable the social welfare agency to provide more and better service to its clients. Most work under the close guidance and supervision of a social worker or a counselor.

Aides often greet new applicants, help to fill out eligibility forms, and explain the reason information is needed and the way it will be used. Aides also supply applicants with general information about the agency's services, facilities, and procedures. In some welfare agencies, aides gather data necessary to determine an individual's or family's eligibility for public assistance. This work can involve making home visits, interviewing friends and relatives of the applicant, or obtaining necessary documents such as marriage licenses or birth certificates.

Graduation from high school is not generally a requirement for social service aides. Aides usually are trained on the job from one to several months; in addition, nongraduates often have classoom instruction to help them pass a high school equivalency examination. Employers of social service aides do not always look for the most highly skilled applicants. A person's need for work, as well as his potential for upgrading his skills and making a useful contribution to the agency, is weighed in evaluating prospective applicants.

FBI SPECIAL AGENT

Federal Bureau of Investigation (FBI) Special Agents investigate many types of violations of Federal laws, such as bank robberies, kidnappings, frauds against the Government, thefts of Government property, espionage, and sabotage. The FBI, which is part of the U.S. Department of Justice, has jurisdiction over more than 185 Federal investigative matters. Special Agents may be assigned to any type of case, but those having specialized training in accounting are likely to be assigned chiefly to cases involving complex financial records; for example, frauds involving Federal Reserve Bank records. The FBI is a fact-gathering and fact-reporting agency, and its Special Agents function strictly as investigators.

To be eligible for appointment as an FBI Special Agent, an applicant must have graduated from a State-accredited resident law school or a 4-year resident college with a major in accounting. The law school training must have been preceded by at least 2 years of resident undergraduate college work. Accounting graduates also must have had at least 3 years of experience in accounting or auditing or a combination of both.

U.S. General Post Office
Washington Street
Brooklyn, N.Y.

Mrs. Fischetti or Mrs. Donnery
624-1000 X263

4th Grade and over, 25 students can visit Post Office. Representative can come to school for presentation. Films, slides, zip program (25 to 300) youngsters. Notify at least 2 weeks in advance.

N.Y.C. Transit Authority
370 Jay Street
Brooklyn, N.Y. 11201

Mr. Silberfarb
852-5000 X4660

Write stating information or speaker wanted, give ages and how many in group. Bus Driver, Conductors, or Motorman available.

New York City Police Department
Community Relations--Speakers Unit
34 1/2 E. 12th Street
New York, N.Y.

Norwood Fitts
982-1132

"Speak and Show" presentation made.

New York City Department
403 Macon Street
Brooklyn, N.Y.

Mr. Jay E. Gushard
Policeman with Center Street Communication Div.
574-6952

Call for visits or speaker.

Youth Development Institute
545 Gates Avenue
Brooklyn, N.Y. 11216

Mr. Clement Perry

Write for speaker.

Youth in Action
Education Department
1178 Fulton Street
Brooklyn, N.Y. 11216

Mrs. Sonia Battey
Education Coordinator
789-6161

Will provide speakers and possible
tours.

Together We Stand, Inc.
57 Reid Avenue
Brooklyn, N.Y. 11221

Mrs. Francis
668-0500

Provides speakers on careers related to improvement of the community. Also runs a Day Care Center.

J.P.G. Consultants, Inc.
1225 Broadway
New York, N.Y. 10001

Mrs. Marley
683-3103

Call for speaker on educational program development. Testing and evaluation.

Bushwick Manpower Center
1337 Bushwick Avenue
Brooklyn, N.Y.

Mrs. Rivera
491-3076

Will give information on jobs, skill training, educational program in the community. Speaker.

Freedom National Bank
493 Nostrand Avenue
Brooklyn, N.Y. 11216

Mr. Clayton S. Harrison
857-1212

Black. Speakers, tours.

Metropolitan Savings Bank
1281 Fulton Street
Brooklyn, N.Y.

Mr. William Howard
Manager

Call...will visit school or will accept visits by students.

Fort Greene Housing Office, Inc.
213 DeKalb Avenue
Brooklyn, N.Y. 11205

Mr. Ronald Broadnick, Director
875-7400

Affiliated with Chase Manhattan Bank in restoring Fort Greene. Call for speaker.

Supreme Court
Law Secretary to Judge Frank Composto
Brooklyn, N.Y.

Attorney George E. Wade, Jr.
643-7028

Will speak to youngsters in school.
Will show youngsters all the court
rooms and chambers in Supreme Court.

Supreme Court Justice Franklyn Morton
Supreme Court
Brooklyn, N.Y. 11201

Call Secretary
643-3188

Youngsters can visit and tour.

E. G. Bowman Co., Inc. Insurance
1424 Fulton Street
Brooklyn, N.Y. 11216

James E. Drake, V.P.

Black-owned insurance company. Will
speak but requires specific information
on what teacher wants.

Development Institute Inc.
275 Kingston Avenue
Brooklyn, N.Y. 11213

Mr. Charles Thomas
Director
771-7805-6

Call for speakers on Real Estate
and Mortgages.

Bedford Stuyvesant Area Chamber of Commerce
998 Bedford Avenue
Brooklyn, N.Y.

Attorney James Hutchinson
President
857-5711

Will discuss legal programs that are
community based.

BLECO
1519 Fulton Street
Brooklyn, N.Y.

Mr. Hubert A. Hinds
Business Development Officer
493-2129

This agency assists in getting loans
to small businessmen in Bedford-Stuyvesant.
Speaker.

Brooklyn Local Economic Development
Corporation
1519 Fulton Street
Brooklyn, N.Y. 11216

Mrs. Nadine Kelly
493-1663

Will send speaker and will accept
tours by students, maximum 10.

Auto Insurance Company
259 Reid Avenue
Brooklyn, N.Y.

Mr. Hillman
Management
493-5385

Will explain Insurance. Speaker.

Moses Gadson--Social Worker
180 Bergen Street
Brooklyn, N.Y.

596-0515 (Home)
666-7000 (Office)

Works in Courts with children. Also
Instructor Malcolm King College in Harlem.

POLITICIANS

Borough President
Sebastian Leone
Borough Hall
Brooklyn, N.Y. 11202
643-2054

Congressional Representatives
Shirley Chisholm
1149 Eastern Parkway
Brooklyn, N.Y. 11213
596-3500

John J. Rooney
217 Congress Street
Brooklyn, N.Y. 11201
624-3488

State Senators
Chester John Straub
678 Manhattan Avenue
Brooklyn, N.Y. 11222
389-3200

Vander L. Beatty
1467 Bedford Avenue
Brooklyn, N.Y. 11216
636-9595

State Assembly
Woodrow Lewis
44 Court Street
Brooklyn, N.Y. 11201
643-7250

Thomas R. Fortune
190 Ralph Avenue
Brooklyn, N.Y. 11233
455-3791

Calvin Williams
474 Sumner Avenue
Brooklyn, N.Y. 11216
493-3000

Peter G. Mirto
66 Court Street
Brooklyn, N.Y. 11201
625-2836

City Countil
Rudolph F. Di Blasi
16 Court Street
Brooklyn, N.Y. 11201
875-2450

William C. Thompson
66 Court Street
Brooklyn, N.Y. 11201
855-8444

Board of Education of the City of New York
DISTRICT 16 - BROOKLYN
1010 Lafayette Avenue
Brooklyn, N.Y. 11221

ADOLFO DEMBO
Community Superintendent

Community School Board

Elizabeth Bond
Dorothy M. Conway
Roger C. Fortune
Narcissus Frett
Calvin Williams
Ernestine J. Hughes
Vernon C. Mapp
Marjorie Matthews
Efrain Soto

District Office Resource Staff

Mrs. Dorothy Arringron, Early Childhood Supervisor 452-4759
Mrs. Marie Barnett, School Court Coordinator 452-0111
Mrs. Jennie Berger, Mathematics Coordinator 452-4607
Miss Loretta U. Boyce, Assistant for Supervision and Instruction.. 452-1094
Mrs. Joyce Coppin, Deputy Superintendent 452-1094
Miss Marie Collins, Recreation and Community Actitives Supervisor. 491-4646
Mr. Michael Gordon, Supervisor of Music 452-2632
Mr. Samuel Glicksman, Supervisor of Health and Physical Education. 452-2632
Mr. Leonard Gordon, Attendance Supervisor 491-1400
Mr. Nicolas Delgado, Supervisor of Bilingual Teachers 452-4703
Mrs. Mamie Hucles, Guidance Coordinator 452-2580
Mrs. Mildred Jones, Social Studies Coordinator..... 452-4607
Mr. William Kinsella, District Maintenance Coordinator 596-3890
Mr. Irving Roggen, School Psychologist 452-0111
Mr. Sidney Rosen, Guidance Supervisor 452-0111
Mr. Albert Slutsky, CRMD Supervisor 596-4891
Mrs. Lucille Thomas, Library Supervisor 452-4703

Staff for the Office of Reimbursable Programs

Mr. Charles H. Ancrum, Assistant Director 443-9321
Mr. Leonard A. Clarke, Director 443-9321
Mrs. Frances Goldbourne, Director, Diagnostic and Remedial Learning Laboratories Program 452-6800
Mrs. Grace Chisolm, Director, College Preparatory Program 452-5535
Mrs. Ella Ivy, Prekindergarten Coordinator 452-4759
Mrs. Angelun Jackson, Parent Program Assistant 452-4759
Mr. Leonard Jayson, Coordinator of Reading 452-2632
Mr. Robert Richardson, Assistant Director 443-9321
Mr. William Anderson, Assistant Coordinator 443-9343
Mrs. Margaret Rivers, Director, Teachers of African-American and Hispanic Cultures 452-2084
Mrs. Rosemary S. Levy, Curriculum Coordinator, Bilingual Education Program 452-5526
Mrs. Consuelo H. Vuolo, Project Director, Bilingual Education Program 452-5525
Mr. Charles Warren, Assistant Director 443-9321
Mrs. Mamie Kingsley, Director, Auxiliary Training Program 772-7490

MISCELLANEOUS

Mrs. Ruth Mitchell
1390 Fulton Street
Brooklyn, N.Y. 11216

636-1100 X212

Tours of Bedford-Stuyvesant Restoration Crop.

Benjamin A. Glascoe
Director Community Centers
1368 Fulton Street
Brooklyn, N.Y.

636-1100

Good contact man for information
concerning community contacts.

Hispanic Center
172 Tompkins Avenue
Brooklyn, N.Y.

Mr. Keneth Diaz
782-5500

Can contact business men of Hispanic background.

---

3 B's Auto Supply
1222 Broadway
Brooklyn, N.Y.

Mr. Ray
Manager
453-9232

Starters, regulators, batteries.
Will explain auto parts system.
Youngsters can visit.

Carib Furniture
1245 Broadway
Brooklyn, N.Y.

Mr. Bell
Proprietor
443-8384

Visits.

Rainbow Shops, Inc.
1267 Broadway
Brooklyn, N.Y.

452-9877

Ladies clothes. Tour.

Thom McAnn Shoe Store
1309 Broadway
Brooklyn, N.Y.

491-9194

Visit store - call.

National Shoe Inc.
1285 Broadway
Brooklyn, N.Y.

Mr. Lennox Baptiste
Manager
GL 2-9313

Flogar Shoes Inc.
1255 Broadway
Brooklyn, N.Y.

668-1006

Call for visit to store.

Sunset Greeting Cards
1307 Broadway
Brooklyn, N.Y.

Mr. Larry Woetman
Manager
491-3345

Call for visit to store.

Pickney Shoe Repair
181 Reid Avenue
Brooklyn, N.Y.

Carter's Barber Shop
258 Reid Avenue
Brooklyn, N.Y.

PR 3-9686

Call for visit to shop.

Goldsmith Paint Supplies
279 Reid Avenue
Brooklyn, N.Y.

Mr. Goldsmith
Proprietor
HY 3-8380

Youngsters can visit but A.M. only.

Fabric Save-A-Thorn
1259 Broadway
Brooklyn, N.Y.

Mr. Martin Marcus
Proprietor
491-7143

Call to arrange visits to store.
Willing to donate small pieces of fabric.

Forget Me Not Florist
1280 Broadway
New York, Brooklyn

Mr. Sidney Franklin
Proprietor

Visits, speakers.

Reid Fish Market
191 Reid Avenue
Brooklyn, N.Y.

Mr. Phillips
Proprietor
No phone

Youngsters may visit

Ketter Quality Food Store
393 Lewis Avenue
Brooklyn, N.Y.

Mr. Ketter Simmons
Proprietor

Call...no Thurs. after 11:00 A.M.

Self Service Meat Market
1056 Green Avenue
Brooklyn, N.Y.

Mr. G. Torres
Proprietor

Visit 9 to 3.

Gateway Cleaners
188 Ralph Avenue
Brooklyn, N.Y.

Mrs. Fortune
GL 2-0924

Call. Can bring youngsters to see cleaning operations. (Black owned).